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AUTHOR Williams, Maxine Patrick
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ABSTRACT

Based on the work of a 22-member research team in the San Diego Community College District, this booklet offers guidelines for developing cultural awareness and presents instruments for conducting an ethnic heritage search, i.e., a systematic examination of a culture to, for example, reveal reasons for customs or practices or clarify the modes of thinking and expression within a language. After providing the narrative of a sound-strip on the importance of ethnic heritage searches, the booklet explores sources of information for such a search available in the San Diego area, including libraries, museums, colleges, ethnic communities and restaurants, and the media. The next section outlines the procedures used by the research team members in the English discipline to raise their own cultural awareness and apply their research in the classroom. The section includes questions about Chicano literature, Vietnamese folk tales, and Black English used by the English discipline team to conduct oral interviews; and a questionnaire about black culture. Next, the social sciences team's discovery approach is outlined, a questionnaire about Vietnamese culture is presented, and a survey of 28 females and 22 males about black culture is summarized. Next, survey questionnaires used by the consumer and home economics discipline are presented, covering clothing, food and nutrition, and parenting. Finally, selected references for ethnic studies are provided. (AYC)

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GUIDELINES FOR CONDUCTING AN ETHNIC HERITAGE SEARCH

San Diego Community College District Adult and Continuing Education

Maxine Patrick Williams

Dr. James M. Hardison, Project Director
Maxine Patrick Williams, Project Leader

Michael von Drak..... .....Artist
Catriona Tudor Erler.....Editor
Diana Durnell.....Typist

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Research Teams

VIETNAMESE CULTURE

	Joan Severson	- English
	Lee Mosteller	- English
	Mary Hardy	- Clothing/Design
	Wendy Porro	- Foods/Nutrition
	Mary Ellen Boyer	- Child Development
	Gloria Lyon	- Child Development
*	Peter Gilboy	- Social Sciences
	George Mendivil	- Social Sciences
**	Alice Leicht	- M.T., English Lettres

MEXICAN CULTURE

*	Arthur Oosterveen	- Social Sciences
	Virginia Kurz	- Social Sciences
	Uta Cole	- English
	Karen Eckhardt	- Englsih
	Marcia Reed	- Clothing/Design
	Wendy Porro	- Foods/Nutrition
	Sharon McCray	- Foods/Nutrition
	Gloria Lyon	- Child Development
	Mary Ellen Boyer	- Child Development
**	Elena Cota	- M.T., Consumer and Home Economics

BLACK CULTURE

	Segunda Orduna	- Clothing/Design
	Sharon McCray	- Foods/Nutrition
	Gloria Lyon	- Child Development
	Mary Ellen Boyer	- Child Development
	Deborah Brown	- Social Sciences
*	John Sullivan	- English
	Joanne Hill	- English
	Ida Bell	- Social Sciences
**	Gary Gleckman	- M.T., Social Sciences

Dr. James M. Hardison, Project Director, holds a doctorate degree in Human Behavior, and is Dean of Instruction for the San Diego Community College District. Not only is he an instructor in Anthropology and Sociology at the University of San Diego, but he is also an artist, guitarist, accomplished singer, and the author of LET'S TOUCH, a study treating the subjects of psychology and humanism.

Maxine Patrick Williams, Project Leader, was born in Newport, Arkansas. She has received her Bachelor of Arts degree in English from Arkansas A.M. and N., her Master of Arts degree in American Literature from Purdue University, and has taken post-graduate courses at five other universities. She has been an educator of English and other subjects for 15 years, her focus being the creation of cultural awareness through literature. Aside from work, Maxine is a student of dancing and fashions, and enjoys church work, international travel, and community involvement.

* Team Leader
** Master Teacher

The research team members served as members of two teams: the discipline team which determined the aspects of a culture to research, and the ethnic teams which codified the information into a cultural vignette.

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THE IMPORTANCE OF AN ETHNIC HERITAGE SEARCH
by Alice Leicht

SLIDE 1

They came by the hundreds and then by thousands. Boats crowded with hopeful faces and even more hopeful hearts carried them away from familiar lands to a place of vastness and strange ways. There were tears of grief mingled with fear. Then the shock of landing, and seeing faces so different from home, hearing words which had no meaning to newcomers. 1979, 1919, 1879, 1619. It was all the same. But each group that came brought with them a special something, which we term ethnicity. And that special something is what makes people or groups unique and fascinating, and sometimes insecure.

SLIDE 2

Look at the ethnic search logo. Have you taken note of the style the artist, Michael Van Drak, has depicted? He says that style is like a footprint; a gazelle will give lightness of step, but the bear would leave a footprint of heaviness. The Black mask is powerful and definite. The Indian figure is intricate, complicated, and mysterious. The Chinese character is flexible; the lines bend and twist. All things expressed in the White depiction are angular, with the exception of the Doric pillar. White has always been angular.

SLIDE 3

To better appreciate how these differences in racial style affect our lives and conduct, this Ethnic Search project was initiated. The project goals were to improve the curriculum development skills of consumer and home economics, English, and social sciences teachers so they can incorporate a multicultural approach into their courses and their instructional style. The curriculum developed by the participating teachers is in the form of the ETHNIC HERITAGE SEARCH KIT. The kit presents a step-by-step method for students and

teachers to research their ethnic heritage and the ethnic heritage of others. Sample cultures chosen were representative of the largest groups of minorities served by the San Diego Community College District. We think it has true value.

SLIDE 4

"Mommy, where did I come from?" is the perennial question of a child to whom reason has dawned and life has opened up to wonder. This child wants the something and somewhere that have preceeded him. The answer somehow stabilizes his position in his society and gives him assurance that he doesn't stand alone. The dynamic success of Alex Haley's ROOTS has demonstrated that all of us can relate to the need to know where we came from.

Of course we cannot all trace individual families. An alternative to familial seeking is an ethnic search. An ethnic search is an examination of a culture which may reveal the reasons for customs or practices, may clarify the mode of thinking and expression within a language, and may show the beauty of a national or regional culture as expressed in food, clothing, music, art, crafts, social attitudes, language and literature.

For an individual, an ethnic search sets a comfort zone of identification, continuity, stability. For the community, an ethnic search product can provide an understanding and broader appreciation of the fantastic diversity of people we have living next door to us.

SLIDE 5

Within the structure of education, ethnic searchers expose knowledge which otherwise might never be obtained. Widened horizons enable us to pick up or adapt to different cultural aspects which may appeal to us. At the very least, revealing other points of view, and observation and study of different ethnic groups certainly makes them become more familiar and thus, acceptable to others.

SLIDE 6

The history of our country has been one of ethnic varieties constantly being added to the main body of settled peoples. The diversity of groups living in Southern California now is a fact. The recent influx of the refugee-type immigrants along with the many suspected undocumented aliens, has created untold resentments. As these prejudices surface, often fostering others, minority groups withdraw into themselves for protection, for support, for confidence in the numerical strength of a ghetto.

SLIDE 7

Typical resentment/rejection patterns evidence themselves in remarks as common as: "We should ship them all back".... "Why do we have to have them?"...."They're only a burden." If, indeed, a little bit of the background of these groups could be known by others, if the people themselves can feel a proper pride in their own ethnicity and we can see the value of each human being in his own right, how much of the waste and hurt might be avoided!

SLIDE 8

There can be no denying the deeply-seated differences in attitudes due to acculturation. Consider a few contrasts between Eastern and Western thought as expressed by Dr. Tran Van Mai; a Vietnamese now living here:

> "...we believe in the freedom of silence, you believe in freedom of speech. We lapse into meditation, you strive for articulation. Our love is mute, your love is vocal. Poverty is to us a badge of spiritual elevation. It is to you a sign of degradation.. "

If this contrasting philosophy remains a hidden negative force, the new Eastern immigrants will long remain outside our ken - as would any group which views life through a different philosophical eye.

SLIDE 9

Suspicion, fights, riots dapple settlement areas as various ethnic groups manifest their fears of the unknown through physical force. Familiarity may be a key to communication of a softer kind.

The researchers themselves, on initiating the project, ranged from doubt to excitement. As they delved into their respective studies, they had revelations of awakening pride within small groups, quality in natural backgrounds of individuals, and a certain coloration of culture groups appearing in the broader societal pattern. All felt a raising of their ethnic consciousness level which spills over into attitudes while teaching.

SLIDE 10

The initial ethnic search has apparently left its mark upon the researchers. They are generally agreed that it is worthwhile personally, but especially so when applied either in teaching or in the community as a catalyst for understanding. They are anticipating and hoping for an expansion of Multicultural Education both in levels of learning and in cultures uncovered. Perhaps there is a hope common among this group that as the mystery of exotic peoples becomes commonplace, that as the doors of different cultures open to outsiders, humanity may begin to approach the impossible, for:

"WHEN MAN BEGINS TO UNDERSTAND, HE WILL LEARN TO LOVE.
WHEN HIS LOVE IS UNDERSTOOD, THERE WILL BE EVERLASTING PEACE."

PREFACE

Twenty-two San Diego Community College District adult teachers summarized research and written cultural vignettes for Black, Mexican and Vietnamese cultures. The data obtained from their research was used to develop the ETHNIC HERITAGE SEARCH KIT.*

The pilot program found that using this kit increases a student's and teacher's cultural awareness, expands interest in a targeted culture's heritage, and improves communications between members of different cultures.

The Kit contains:

1) A sound-strip entitled: "The Importance of an Ethnic Heritage Search."
2) Guidelines for an individual's development in cultural awareness and step-by-step methods for initiating and completing a heritage search.
3) Selected samples of cultural vignettes for Black, Mexican, and Vietnamese cultures. (Samples point out biases inherent in cultural research. The findings suggest that awareness of these biases help individuals gain a broader perspective and reduce interpersonal conflicts resulting from cultural bias.)

The results of the research were presented in a multicultural fair which provided 700 San Diegans with an opportunity to learn about other cultures. The fair featured Black, Mexican, and Vietnamese cultural diversities, including points on how cultural variety can enrich our community.

Highlights of the fair included a fashion show, singing, dancing, ethnic food, arts and crafts, a puppet show, and workshops on the use of the ETHNIC HERITAGE SEARCH KIT.

The kit is designed to help individuals interested in gaining a deeper understanding of either their own or other cultures.

Dr. James M. Hardison
Dean of Instruction
San Diego Community College District

* THE ETHNIC HERITAGE SEARCH KIT was developed through an Interdisciplinary Approach to Multicultural Education, a California Community Colleges Innovative Program, 1980-81 Fund for the Improvement of Instruction.

INTRODUCTION

RESEARCHING CULTURES

There is a wealth of sources to pursue when venturing on a cultural research. Books written on the topic provide a researched and academic understanding of the peoples and customs of another country, while contact with people who have recently come from that country provide insight into the nature and thinking of the people. Both types of interaction are important to get a well-rounded understanding of another people and another country.

Available sources in San Diego are varied and rich, ranging from the public library to communities where people from other countries have congregated. The following discussion provides some insight and ideas as to how to approach a research project, and possible sources to seek out for information.

THE LIBRARY

The obvious place to go for research is the library. In San Diego there are two excellent university libraries (San Diego State University and University of California in San Diego, known as UCSD) that are open to the public, as well as a large, well-stocked public library downtown. Local communities also have branch libraries which can send for books held by other branches.

There are advantages and disadvantages to both the local and large downtown libraries. Local branch libraries are more convenient, but their selection is poorer. The downtown library has an enormous selection, but often it is difficult to find what one wants. Ask for help. The staff is trained to help people who are doing research.

The helpful sources in the libraries are the card catalog which lists all the books in the library alphabetically by author, topic and title; the Reader's Guide to Periodical Literature which lists published magazine articles by subject; government documents which can be obtained through the reference desk; and the librarian, who is trained to help people find material.

MUSEUMS AND GALLERIES

Museums and galleries are another good source of information on specific cultures. The Mingei International Museum of Folk Art in University Towne Centre features exhibits on different cultures. The people there are very knowledgeable, and are willing to spend time helping people learn more. They also have books and films. Ask them for other leads on where to research.

The Museum of Man, located in Balboa Park, has extensive exhibits on various cultures. Their curator should be more than willing to provide as much information as possible.

Check the yellow pages of the telephone directory under art galleries for listings of galleries that carry ethnic work.

COLLEGES AND UNIVERSITIES

Many colleges and universities have entire departments dedicated to specific cultures. Among others, UCSD has a Black Studies Department. Contact the universities and seek out possible people in the history, sociology, language or international center. There are probably many people at any one university who could be invaluable in conducting research of this nature. Persevere, and ask lots of questions.

Most universities have somewhat of an international mix in their student bodies, and often these students have a club or association where they can gather. Find out about these groups, and seek out people from the country you are studying. Ask them questions. Their insights comparing the United States with their country could be fascinating.

ETHNIC COMMUNITIES

As a rule, people who immigrate to a new country in large numbers tend to gravitate to the same community. If that is the case for the people you are studying, spend time in their community, and ask people to introduce you to the community leaders. These people should have valuable information and insight that they can share with you.

Once you are familiar with an ethnic community, you will probably find they have grocery stores that emphasize their national foods, and probably churches that have been formed to meet the religious needs and customs of the people there. Ask to meet the minister and ask questions about his congregation's beliefs. At a grocery, talk to people to learn about the ingredients for their native food. Look in the yellow pages of the telephone book to find out where the foreign grocery stores are located.

The fine arts are another source for researching cultures. National and ethnic holiday celebrations are gala affairs accompanied by singing, dancing, food, frolic, and arts and crafts. Movies and the theater depict mannerisms, value systems, and recurring literary themes of different cultural groups. Ethnic furniture stores provide examples of living styles and interior design for a culture. National clothing, jewelry, and book stores, as well as art galleries, portray the aesthetic qualities of a culture. Check the telephone yellow pages, newspapers, and ethnic press for listings in either category of the fine arts.

ETHNIC RESTAURANTS

The ethnic restaurants are another useful source for information about a nation's foods, especially ones located in the foreign community. Study the menu, ask questions of the restaurant owner or the waitresses, and see if perhaps there is a cookbook of the country's foods that explains the general trends in diet and eating customs.

FOREIGN CLUBS AND SOCIAL GROUPS

In San Diego's Balboa Park, the House of Pacific Relations and the International Village have information on different countries. Through the Park, there are also some clubs for foreign immigrants. The people involved in these activities should be very knowledgeable themselves about the different cultures, and they should have ideas for other directions in which to turn for more information.

THE MEDIA

The newspapers, radio and television should also be helpful. They have libraries with files of articles and reports they have done on different cultures and issues relating to different countries. They can research that material for you, and send you copies of their past reporting. When telephoning a newspaper for assistance, ask the operator for the morgue or research library.

CONCLUSION

In any research, it is important to be alert to different avenues of seeking that may prove fruitful. Also essential is to be willing to ask a lot of questions of a variety of people. Often a most unlikely source will turn out to be fascinating and useful.

Following are procedures, questionnaires, bibliographies, and summaries of surveys used by teachers of English lettres, the social sciences and consumer and home economics to research the cultural background of Blacks, Mexicans, and Vietnamese living in the San Diego area. Though this particular research was conducted by teachers, the procedures may be replicated by any person or group who wish to systematically conduct an ethnic heritage search.

PROCEDURES FOR ENGLISH LETTRES DISCIPLINE TEAM MEMBERS

GOALS

- Raise the awareness level of teachers regarding the ethno-cultural background of minority groups.
- Use multicultural materials as instructional aides.

STRATEGY

- Self-examination:

  Do you know from what part of the world your family originated?

  Has your way of life been influenced by this? i.e., Did you ever feel "different" from the American mainstream?

  Do you carry on family traditions?

  Can you pinpoint or generalize any way that your language habits have been influenced by your background?

  Are you familiar with language output, i.e., books, plays, stories, diaries, speeches, and/or authors, from your family's ethnic area?

  Have you ever listened to speech rhythms and word patterns of other languages?

- Interview friends and students (get a broad feel or tone for attitudes about cultural background.)

LIBRARY SEARCH

- Determine area of a special interest: e.g., short stories, plays, public addresses, i.e., speeches.
- List sources:

  Libraries: public, university, school

  Personal references: friends, students, community resources, etc...

- Readings: write a precis and recommend: why or why not
- Application, if any, to English language study, e.g., compare, use as teaching material, reference only.
- Recommendations for further inspection by author or by product.

APPLICATION TO STUDENTS OR CURRICULUM

- How can this material help get an insight into the language development of our minority groups?
- What materials would be of use to the students? Provide a list of titles and authors representative of your special topic.

"Procedures for English Lettres Discipline Team Members" and the following "English Lettres Questionnaire for Three Cultures" were used by members of the English Lettres discipline to gather information for the cultural heritage search. The questions were almost exclusively employed during the oral interview.

ENGLISH LETTRES QUESTIONS FOR THREE CULTURES

Questions being used for personal interviews by members of the English Lettres discipline group.

Mexican Team

1) Would you know of any local talents in Chicano literature (poetry, novel, plays, etc.)?

2) Who would be an authority on this?

3) How can I get in touch with that person?

4) Where can I find a publication of his/her work?

5) Is it published in Spanish or translated into English?

Vietnamese Team

1) What are the traditional stories of Viet Nam?

2) Who are the important authors?

3) What stories does everybody know?

4) What are the main ideas in those stories?

5) What values do the stories illustrate?

6) Is literature for all classes, or only the upper class?

Black Team (Students were asked to help identify forms of speech for the teacher)

1) Have you ever heard of "Black English"?

2) Do you think you speak "Black English"?

3) Can you name a few terms that you think are "Black English"?

4) Does knowing how to speak "Black English" interfere with learning standard English?

This questionnaire was used by a Black Research Team Member to collect data for the English Lettres Discipline

ENGLISH QUESTIONNAIRE

1) First name_____

2) Sex: Male_____ Female_____

3) Age: 16-21_____ 22-30_____ 31-40_____ Over 40_____

4) Were you born in San Diego? Yes_____ No_____

5) If no, where were you born?_____

6) Was your mother born in San Diego? Yes_____ No_____

7) If no, where was she born?_____

8) Was your father born in San Diego? Yes_____ No_____

9) If no, where was he born?_____

10) What do they call the section of the city in which you live?
_____

11) Please circle the levels of schooling that you received in the San Diego public school system.
ELEM: 1 2 3 4 5 6 SEC: 7 8 9 10 11 12 COLLEGE: 1 2 3 4 POST GRAD: 1 2 3 4
Special or vocational training_____

12) Did you study English (parts of speech, diagramming sentences, vocabulary) in Elementary school? Yes_____ No_____

13) Did you study English in junior high? Yes_____ No_____

14) How many English classes did you take in senior high?_____

15) Overall, how would you rate your achievement in the English classes that you have had? Excellent_____ Good_____ Fair_____ Poor_____

16) Were the English classes that you took helpful to you in any way? Please explain your answer._____
_____
_____
_____

17) Have you taken any English classes that required you to write compositions? Yes_____ No_____

18) Have you taken any speech classes that required you to write different kinds of speeches to recite before an audience? Yes_____ No_____

20) Have you ever performed in a play or recited a speech to be presented before a group? Yes_____ No_____

21) Has a teacher ever corrected the way you speak? Yes_____ No_____

22) How many of your English teachers have been/or are Black? 0-1_____ 1-2_____ 2-3_____ 3-4_____ Over 4_____

23) Do you speak a language other than English? Yes_____ No_____ If yes, what other language do you speak?_____

24) Are the majority of your friends Black? Yes_____ No_____

25) Do the majority of your friends speak English? Yes_____ No_____

26) Do you and your friends have a special way of communicating with each other? Yes_____ No_____ If yes, explain._____

27) Do regular English courses help you to speak better? Yes_____ No_____

28) When other people listen to you and your friends talk together, can they understand what is being said? Yes_____ No_____

29) Do Black people speak differently from other people who also speak English? Yes_____ No_____ Please explain your answer_____

30) Have you ever heard the term "Black English"? Yes_____ No_____

31) Please write a short statement on what you think Black English is:_____

32) Do you think that you speak Black English? Yes_____ No_____ If yes, when do you speak Black English?_____

33) Are there any words or phrases that you have heard your parents, grandparents, or other relatives say that are understood by only you and your family? Yes_____ No_____ If yes, please share_____

34) Are there any words or phrases that are understood by only you and your friends? Yes_____ No_____ If yes, please share and explain_____

35) Do you think that you need to improve the way you speak? Yes_____ No_____

36) Have you read any stories or poems that have been written by Black authors? Yes_____ No_____ If yes, please name a title and/or author_____

37) Have you seen any play that has been written and/or performed by Black people? Yes_____ No_____ If yes, please name the play_____

38) How often do you attend lectures or other formal gatherings to hear Black speakers talk about important political and social issues? Frequently_____ Sometimes_____ Seldom_____ Never_____

39) Within the confines of your community, is there a Black owned, Black operated newspaper that informs you about issues and what is happening to other Black people who live in that community? Yes_____ No_____ If yes, what is the name of that newspaper?_____

40) Has anyone ever tried to make you change the way you speak? Yes____ No_____ If yes, please explain_____

41) Do you think that you need to change the way you speak? Yes_____ No_____ If yes, please explain why_____

This questionnarie was used by a Mexican Research Team Member to collect data for English Lettres. See the English translation on p. 11

CUESTIONARIO SOBRE CUENTOS Y LEYENDAS MEXICANOS

Nombre: Edad:

Domicilio: Telefono:

Cuidad y estado natal:

¿En que otra(s) cuidad(es) ha vivido?

¿Cuantos anos tiene viviendo en los Estados Unidos?

¿Sabe Ud. algunos cuentos tradicionales mexicanos? De que se tratan?
¿Como aprendio estos cuentos?

¿Conoce Ud. algunas adivinanzas, dichos, refranes, versos, chistes o piropos que sean tipicamente mexicanos? Por favor anote algunos ejemplos.

¿Que me puede contar sobre:
1) La Llorona
2) las animas
3) los espiritus
4) los duendes
5) Pedro de Ordimales
6) los chanes
7) las creencias tipicas de su ciudad natal?

QUESTIONNAIRE ABOUT MEXICAN FOLKTALES AND LEGENDS

Name: Age:

Address: Telephone:

City and State of Birth:

In which other cities have you lived?

How long have you lived in the United States?

Do you know some traditional Mexican stories? What are they about? How did you learn these stories?

Do you know some riddles, sayings, proverbs, poems, jokes or compliments that may be typically Mexican? Please give some examples.

What can you tell about:
1) The crying woman
2) The souls
3) The ghosts
4) The elfs
5) Peter de Ordimales
6) The chanes
7) Typical superstitions of your birthplace

SOCIAL SCIENCES DISCOVERY APPROACH
by Gary Gleckman

SEPTEMBER

I began the project with the intention of allowing each team (of 2) to select the two or three topics of social science with which they felt most comfortable. These topics would become the focus of their ethnic searches. I intended to assign one member to conduct a library search, while the other would conduct a community survey.

OCTOBER

I met with each participant within the social science strand individually to explain the project and define their possible roles.

NOVEMBER

I next met with the teams. As a result of conversations with the team working on Vietnamese, my organizational approach was altered. We felt that defining the social science areas prior to investigating the culture would prejudice our search by putting our expertise and predilections above the values and concerns of the culture. As such, we decided to let the cultures, through initial interviews and library searches, define which strands of social science were most relevant. This approach was validated by Dr. Browne's discussion of approaches to examine various cultures.

DECEMBER

I met with each team to encourage the process, in many cases reminding people of their task and keeping them on task. I also made suggestions on how to complete their task.

Used and adapted by several social sciences team members

QUESTIONNAIRE FOR INTERDISCIPLINARY
MULTICULTURAL STUDY

GENERAL

1) Ethnicity: Vietnamese_____ South Vietnamese_____
North Vietnamese_____ Other_____

2) Immigrant Status: Parolee_____ Permanent Resident_____

3) Citizenship: U.S._____ Naturalized Citizen_____ Other_____

4) Sex: Male_____ Female_____

5) Age: 16-21_____ 22-30_____ 31-40_____ Over 40_____

6) Marital Status: Single_____ Married_____ Separated_____
Widow(er)_____

7) Number of children:_____ Ages:_____, _____, _____, _____, _____,
_____, _____, _____, _____, _____

RELIGION

8) What do you consider sacred?_____
_____

9) What aspect of your religion do you consider most important?_____
_____
_____

10) What religious roles are recognized as positions of leadership and authority in the Vietnamese community?_____
_____
_____

11) What is the role of the lay persons or followers of your religion in religious practices?_____
_____
_____

12. What is forbidden by your religion?_____

13) What should not be discussed in school?_____

14) What questions should not be asked?_____

15) What student behavior should not be required?_____

16) Are there any external signs of participation in religious rituals (e.g., ashes, dress, markings)?_____

17) Are dietary restrictions to be observed including fasting, on particular occasions?_____

18) How do the Vietnamese observe a death in the family?_____

19) What taboos (anything forbidden by tradition) are associated with death and the dead?_____

20) Do you commemorate the death of a relative on the anniversary of their death?

_____

_____

_____

21) Do you believe in ancestor worship?_____

_____

_____

HISTORY

22) What individuals and events in history are a source of pride for Vietnamese?

_____

_____

_____

23) To what extent is knowledge of Vietnamese history preserved or carried on?

_____

_____

_____

24) In what forms and in what ways is it passed on?_____

_____

_____

25) To what extent do the Vietnamese have a written history and a knowledge of that history?_____

_____

26) To what extent are traditions and historical events reflected in sayings and proverbs?_____

_____

27) Do any ceremonies or festive occasions replay historical events?_____

_____

_____

28) How much of the Vietnamese knowledge of their history is based on scientific fact? How much is based on myth?_____

_____

_____

29) To what extent do the Vietnamese feel they are still a part of the history and traditions of Vietnam?_____

_____

_____

30) For what reasons and under what circumstances did the Vietnamese come to the United States?_____

_____

_____

31) What holidays and celebrations are observed by the Vietnamese, and <u>you</u> in particular?_____ _____

_____

_____

32) What is their purpose (e.g., political, seasonal, religious, used for teaching)?_____

_____

_____

33) What cultural values do these holidays and celebrations intend to instill?

_____

_____

_____

EDUCATION

34) What is the purpose of education?_____

_____

_____

35) What kinds of learning are favored: memorization; independent study; open discussion and free exchange of ideas?_____

_____

_____

_____

36) What methods for teaching and learning are used at home (e.g., modeling and imitation, stories with a moral, proverbs, direct verbal instruction)?___

_____

_____

_____

37) Are there different teaching methods used with different age groups? With different environments? According to what is being taught or learned?___

_____

_____

_____

38) What is considered an appropriate way for a teacher to respond to a student? By a student to a teacher?_____

_____

_____

39) How many years of formal schooling does the average adult in Vietnam have?

_____

_____

40) What do you feel has had the most profound influence on the Vietnamese system of education?_____

_____

_____

_____

Used and adapted by several social sciences team members

QUESTIONNAIRE FOR INTERDISCIPLINARY MULTICULTURAL STUDIES

1) ETHNICITY: Mexican____ Mexican American____ Chicano____

2) IMMIGRANT STATUS: Border Crossing____ Permanent Resident____ Undocumented____

3) CITIZENSHIP: U.S.____ Native Born____ Naturalized____ Other____

4) SEX: Male____ Female____

5) AGE: 16-21____ 22-30____ 31-40____ Over 40____

6) MARITAL STATUS: Married____ Divorced____ Separated____ Single____

7) NO. OF CHILDREN:____ AGES:____, ____, ____, ____, ____, ____, ____

8) PARENTS: Married____ Divorced____ Separated____

9) NO. OF PERSONS LIVING AT HOME:_____ ALL FAMILY MEMBERS? Yes____ No____

10) PARENTS' EDUCATION: Father_____ Mother_____ WHERE? Mexico__ U.S.__

11) YOUR EDUCATION: ELEMENTARY 1 2 3 4 5 6 SECONDARY 7 8 9 10 11 12
COLLEGE 1 2 3 4 POST GRADUATE 1 2 3 4 SPECIAL_____

12) RELIGION: Catholic____ Non-Catholic____ None____

13) Do you work? Yes____ No____ Full-Time____ Vocation____

14) Hobbies_____

15) Enrolled in school now? Yes____ No____

16) If YES, at what level?_____ Courses_____ Objective_____

17) Plans for further education? Yes___ No____ If YES, Goal?_____

18) Is education a right or a privilege? Yes____ No____

19) Do you celebrate birthdays and Saints days? Yes____ No____

20) Do you miss school or work on these days? Yes____ No____

21) Do you celebrate your relatives' birthdays or Saints days? Yes____ No____

22) Do you miss school or work on these days? Yes____ No____

23) Do you celebrate political holidays? i.e.: Cinco de Mayo, etc. Yes____ No____

24) Do you miss school or work on these days? Yes_____ No_____

25) Do you celebrate religious holidays? i.e.: Dec. 12 (Guadalupe)? Yes_____ No_____

26) Do you miss school or work on these days? Yes_____ No_____

27) Do you associate with Blacks at school or at work? Yes_____ No_____

28) If not, why not?_____

29) Do you speak English: Well_____ Fair_____ Poorly_____

30) If you speak Englsih, do you speak it with other students or with co-workers?
Yes_____ No_____

31) If NO, why not?_____

32) Does your teacher or supervisor at work speak Spanish? Yes_____ No_____

33) Do you prefer that your teacher or supervisor speak Spanish? Yes_____ No_____

34) If YES, why?_____

35) Do you live in a predominantly Spanish-speaking neighborhood? Yes_____ No_____

36) If YES, why?_____

37) If NO, why not?_____

38) If your teacher or supervisor were a Black person, would you object? Yes___ No___

39) If YES, why?_____

40) If NO, why not?_____

41) Do you address your teacher or supervisor by their title or by first name?
Title: Mr._____ Mrs._____ Miss_____ Teacher_____ Other_____ First name_____

42) Would you give your teacher or supervisor a gift on any occasion? Yes____ No_____

43) If YES, why?_____

44) If NO, why not?_____

45) Should your teacher or supervisor be of Mexican or Hispanic descent? Yes___ No___

46) If YES, why?_____

47) If NO, why not_____

48) Should women be educated (formally)? Yes_____ No_____

49) If YES, why?_____

50) If NO, why not?_____

51) Should women be allowed to work at typical men's jobs? i.e.: Laborers, etc.

Yes_____ No_____

52) If YES, why?_____

53) If NO, why not?_____

54) Should homosexuals be allowed to teach? Yes_____ No_____

55) If NO, why not?_____

56) Should unmarried people have sexual relations? Yes_____ No_____

57) If NO, why not?_____

58) Do you approve of abortions? Yes_____ No_____

59) If YES, why?_____

60) If NO, why not?_____

61) If an unmarried woman gets pregnant, does the father of the child have the responsibility of marriage? Yes_____ No_____

62) If YES, why?_____

63) If NO, why not?_____

64) Do you believe in divorce? Yes_____ No_____

65) If YES, why?_____

66) If NO, why not?_____

Summary of survey used by a Black Research Team Member of the social sciences research team

INTERDISCIPLINARY MULTICULTURAL STUDY

The respondents were selected from thirteen states. There were 28 females and 22 males surveyed and the range in ages were from 10-60.

It was interesting to note that though there has been a relaxation of pressures in various areas, the respondents continued to value commitment to education as an avenue for upward mobility.

The male respondents and female respondents see Black People attaining higher positions with responsibility and financial remuneration as opposed to positions as "figureheads".

There is an appreciation for the uniqueness of Black people and their contribution to society as a whole. In spite of the abolition of Black Study programs in many universities and the cutback in financial aid, Black people recognize themselves as integrated people and are developing the "inner man". They are being revived by looking at the process, from slavery to the present, which resulted in their survival. Far from being ashamed or made to think it is "their problem", their weaknesses have, and continue to be, their strength.

There is a commitment to "family" and each other. Both male and female respondents see relationships improving as they achieve spiritually, academically and economically.

The sexual revolution still causes consternation to many Blacks who continue to value marriage as a sacred institution and filial love and duty to parents and children born out of wedlock. Abortion continues to be viewed as an act of murder, sin, and a violation against God's law. Marriage, in the event of pregnancy, is viewed as a matter of "honor" and not a trap.

Nursing homes for the elderly are viewed as an action of last resort. Many respondents continue to see the Black family as an extended family as opposed to

the "nuclear family". The loss of the concept is in direct proportion to the "battered child" syndrome. It was never the nuclear family who exclusively provided the nurturing environment. Rather, Mother, Father, relatives and others are involved in the developmental process.

Both female and male respondents do not view the natural man and the spiritual man as separate entities. The respondents' view is that the "teacher" is as influential as the "parent" and both act as role models. They also hold the view that a homosexual or any person's lifestyle that does not promote and enhance the values of the parents should be prohibited from influencing young minds.

The "Church" continues to be considered as the source of strength for Black people. It provides continuity in respect to families and growth (birth, marriage, death). Survival and strategies are brought to bear in this environment. The importance of the family, its hierarchy, is maintained and sustained. The spiritual teachings cultivate respect and positive ways of attaining enduring relationships.

Although it is evident that the prison system population is non-white, social inequities do not justify immoral behavior. Respondents feel one should not be placed in a position to be judged in an arena that is less than favorable.

The trend was to view outside help (professional) with suspicion, especially in view of the difference in treatment offered. Documentation of Black people being used as "guinea pigs" for experimental purposes has not been lost on some Black people. Although there has been somewhat of a relaxation when it comes to outside help, Black people tend to qualify this help unless it is secured from professional Christians.

The survey was presented to Black men and women to determine what trends, if any, occurred concerning:

1) social and moral values
2) higher educational pursuits
3) higher paying jobs
4) involvement in the decision-making process
5) role of the church
6) social inequalities
7) male/female interaction
8) parental authority(ies)/responsibility(ies)
9) adoption
10) nursing homes for the elderly
11) employment based on qualification and/or lifestyles

The questionnaire was presented to 28 females, and 22 males, ranging from 10-60 years of age.

Marital status: Single-27 Married-16 Divorced-6 Common Law-0

Education of parents: College-3 High School-16 Below High School-11
Unknown - 22

Respondents' Education:	Male	Female
Post Grad	3	2
College	13	15
High School	5	6
Jr. High School	-	3
Elementary	-	1

Religion: Christian-38 Nondenominational-10 Buddhist-1

Employment:	Full-Time	Part-Time	Not Working	Retired
Male	9	6	7	-
Female	13	6	7	1

Respondents are residents of the following states:

California
San Diego - 17
Del Mar
Carlsbad
Encinitas
Oceanside
Vista
Anaheim
Pomona
Sanger
Inglewood

New York
New York City - 2
Staten Island
Brooklyn

Texas
Lubbock
Dallas

Arkansas
Pine Bluff
Kelso

Pleasantville, New Jersey
Albion, Michigan
Milwaukee, Wisconsin
Birmingham, Alabama
Bernice, Louisiana - 2
Quitman, Mississippi
Faison, North Carolina

Enrolled in school: Females-13 Males-14

Females (School)	Objective
College	Special Education
"	Legal Secretary
" - 2	DD(Doctor of Divinity - 1)
"	Dental Hygiene
"	M.A.
School of Ministry	
Adult	Ph.D. Counsellor
Secondary	G.E.D.
"	Ph.D.
"	Attorney
Elementary	Surgeon

Males	
College	Business
"	Ph.D.
"	M.D.
"	B.S.
"	Attorney
"	Music
School of Ministry	Evangelism
"	Ph.D. Theology
"	Minister
Secondary	Degree

5 Females and 5 Males plan to continue their education:

Females	Males
Ph.D.	Ph.D.
B.A.	B.S.
Teacher	DD (Doctor of Divinity)
Accountant	"
Foreign Languages	Supervisor

NOTE: There is no appreciable difference between the number of males and females aspiring towards higher education

IS EDUCATION A RIGHT OR A PRIVILEGE?

	Females	Males	Surveyed
Right	16	16	28 females
Privilege	3	3	22 males
Both	5	2	Response: Equal
No Comment	3	1	

NOTE: See above

DO BLACK WOMEN HAVE MORE EDUCATION THAN BLACK MEN?

	Yes	No	No Comment	Surveyed
Females	16	2	9	28 females
Males	10	5	7	22 males
				Response: Similar

Female View	Reasons Females have more education	Women are more inclined Women have more opportunity Women try harder Men like being cool rather than going to school (10-1/2 yr) * More women are single parents (survival) Men are not as strong as women; women more positive Women take advantage of opportunities More success drive Can remain in school longer
Male View	Reasons Females have more education	Women have better opportunity More women want education Have more time for it More women than men Have less pressure to earn money More inclined

NOTE: From the comments given by males and females, there is a tendency to believe that women have more opportunities to pursue higher education. The survey indicates men are viewing education as a means to improve economically; i.e., higher positions.

DO BLACK WOMEN HOLD HIGHER POSITIONS THAN BLACK MEN?

	Females	Males	Surveyed
Yes	9	6	28 females
No	11	10	22 males
Maybe	2	-	Response: Similar
No Comment	6	6	

NOTE: In the cases where women are better educated, although they are moving ahead into areas and fields predominantly male, women continue to be discriminated against because of sex. This discrimination is not only demonstrated in the business world, but the conditioning of women has been that the "men can do the job better," which is reenforced in the corporate world. Some women, therefore, will choose the services of a male. However, as more women enter medicine, politics, businesses, law, and so forth, conditioned women are becoming conscious of the leadership and success evidenced by other women. Again, women continue to advance and succeed in positions, i.e., management, banking, producers, governors, prime ministers, etc.

DO YOU THINK THAT BLACK PEOPLE ARE ACQUIRING HIGHER PAYING POSITIONS?

	Females	Males	Surveyed
Yes	18	16	28 females
No	8	4	22 males
Maybe	1	-	Response: Similar
No Comment	2	2	

DO YOU CELEBRATE MATIN LUTHER KING'S BIRTHDAY? YES

	Females	Males	Surveyed
Yes	18	12	28 females
No	6	7	22 males
No Comment	4	3	Response: Similar

NOTE: The respondents are aware of the contribution made by Martin Luther King, not only as a Black man, but as a proponent of civil rights for all people. Thus, the continued campaign being waged to declare his birthday a national holiday.

DO YOU CELEBRATE MALCOM X'S BIRTHDAY? NO

	Females	Males	Surveyed
Yes	5	7	28 females
No	21	13	22 males
No Comment	2	2	Response: Similar

NOTE: Some respondents regard Malcolm X as a man who made a mark on society. Others were unaware of his contribution to society.

The contrast between the two men is evident. Martin Luther King called attention to the racism against Black people, i.e., lynchings, poor education, health care, housing, employment, etc., in a more palatable way.

Malcolm X also challenged the very fabric of this society's treatment of Blacks. He was responsible for destroying the mystique surrounding white people as somehow supernatural, superintelligent, and genetically superior. Both Malcolm X and Marin Luther King got the job done - focusing on the problems.

DO YOU MISS SCHOOL OR WORK ON THOSE DAYS?

	Females	Males	Surveyed
Yes	14	6	28 females
No	11	14	22 males
Maybe	1	-	Response: Significant
No Comment	2	2	

NOTE: It is not ascertainable whether observance by respondents of either Martin Luther King's birthday or Malcolm X's is without pay or otherwise (i.e., vacation day or personal leave). It would be interesting to note whether George Washington's or Abraham Lincoln's birthdays would be observed if they were not national holidays (no loss of pay or time incurred).

DO YOU CELEBRATE CHRISTMAS? YES - 43 out of 50

DO YOU CELEBRATE KWANZA? NO - 42 out of 50

NOTE: 50 respondents surveyed. Response indicates the essence of the Christian belief -

the birth of Jesis Christ as Saviour of the world. The celebration of Kwanza is African in nature.

IS THERE SUCH A THING AS BLACK ENGLISH? YES - 35 out of 50

DO YOU FEEL THAT BLACK ENGLISH IS A SPECIAL WAY OF COMMUNICATING? YES - 34 out of 50

DO YOU FEEL THAT BLACK ENGLISH IS PUT DOWN BY THIS SOCIETY? YES - 29 out of 50

HAS THIS STOPPED YOUR USE OF BLACK ENGLISH? NO - 29 out of 50

NOTE: 50 respondents surveyed. Black English was viewed as an inferior means of communication. This "special" way of communicating allows Blacks to couch the "true, hidden" meanings in a style of language which became their "native tongue". Contrast other groups who quickly resort to their native language to assess a situation, threatening or otherwise.

DOES YOUR TEACHER OR SUPERVISOR HAVE KNOWLEDGE OF BLACK CULTURE? YES

Yes - 24 No - 17 No Comment - 9

NOTE: Some respondents indicated their responsibility in raising the consciousness of the teacher or supervisor, i.e., through dress, folklore, grammar and the way they do the things they do. There is a definite trend of "Black influence" in dress, hair style, music, dance and speech in this society.

DO YOU LIVE IN A PREDOMINANTLY BLACK NEIGHBORHOOD? NO

Yes - 21 No - 29

NOTE: Some respondents lived in a black neighborhood by choice. Felt it was a way of staying in touch; rentals were less expensive, closer to job and school; white flight.

Some respondents who answered NO stated a preference for racially integrated areas; that people should live together in order to get along together.

It is noted that the influx of Asians, Filipinos and Mexicans have changed neighborhoods. As San Diego becomes a "melting pot", many areas are becoming racially integrated.

DO YOU PREFER A TEACHER OR SUPERVISOR OF BLACK DESCENT: EQUAL

Yes - 21 No - 24 No Comment - 5

NOTE: Some respondents felt it didn't matter if the person was of Black descent. Others preferred competence as opposed to ethnicity.

Other respondents preferred a person of Black descent because "they related better" and they liked seeing another Black in that position.

SHOULD UNMARRIED PEOPLE HAVE SEXUAL RELATIONS? NO

	Females	Males	Surveyed
Yes	8	12	28 females
No	20	9	22 males
No Comment	-	1	Response: Equal NO

NOTE: Respondents who answered NO feel sexual relations outside of marriage is "sin" which violates God's law and leads to other immoral acts (abortion, promiscuity, e.g.)

Respondents answering YES feel it's a matter of choice between people of age.

IF AN UNMARRIED WOMAN BECOMES PREGNANT, DOES THE FATHER HAVE A RESPONSIBILITY OF MARRIAGE?

	Females	Males	Surveyed
Yes	12	15	28 females
No	15	5	22 males
No Comment	1	2	Response: Interesting

NOTE: A little more than half of the females surveyed did not choose marriage as an option if there is a pregnancy; while more than half of the males considered marriage in that event. This trend on the part of women might be evidence of better paying jobs and education, which result in independence, financially. Additionally, societal pressures concerning unmarried pregnant women are relaxed, or nonexistent.

Male respondents feel it's a matter of honor; responsibility incurred because of participation; child needs a father; scriptural - Man is bound by God's law.

Respondents answering NO feel it's up to the couple; two "wrongs" don't make a right; marriage for more than a child; commitment is to partner, not child.

DO YOU APPROVE OF ABORTIONS? NO

	Females	Males	Surveyed
Yes	3	4	28 females
No	22	15	22 males
Maybe	2	1	Response: Equal NO
No Comment	1	2	

NOTE: Respondents, both male and female, disapprove of abortions, citing it as murder, a sin against scripture teachings; child has a "right to life."

SHOULD HOMOSEXUALS BE ALLOWED TO TEACH? NO

	Females	Males	Surveyed
Yes	10	10	28 females
No	18	12	22 males
			Response: Equal NO

NOTE: Some respondents feel lifestyle is as important as qualifications. Homosexuality is morally wrong, a sin, people are uncomfortable; should not be in a position to influence young minds. Other respondents feel they're people, too; ability to teach and sexual preference have nothing to do with each other.

DO YOU FEEL THAT CHURCH IS IMPORTANT TO THE DEVELOPMENT OF BLACK PEOPLE AS A WHOLE? YES - 43 out of 50

NOTE: The church is the institution where many Blacks are strengthened and develop survival techniques and strategies - their values and morals are based upon Christian beliefs. The church provides psychological, social, emotional, and spiritural nurturing. It is the "community" of the Black culture and the basis of Black people surviving as a whole.

ARE BLACK PEOPLE IMPRISONED DUE TO SOCIAL INEQUALITIES? YES

Yes - 33 No - 10 Maybe - 3 No Comment - 4

ARE BLACK PEOPLE IMPRISONED BECAUSE OF IMMORAL BEHAVIOUR?

Yes - 19 No - 18 Maybe - 2 No Comment - 11

NOTE: 50 respondents surveyed. There is documentation that more people are imprisoned that are nonwhite. That justfce means "just us". Since there is little uniformity in sentencing for various offenses, judges have a wide range of discretion. The law then becomes what the judge says it is. Justice is not as colorblind as it should be.

DO YOU FEEL THAT BLACK PEOPLE HAVE A VOICE IN GOVERNMENT? YES

	Local	State	National
Yes	32	32	27
No	13	10	16
Maybe	-	-	1
No Comment	5	8	6

WHO COMPOSES THE BLACK FAMILY? MOTHER, FATHER, CHILDREN

1) Mother, Father, Child — 27 out of 50

2) Mother, Father, Children, Relatives — 25 out of 50

3) Mother, Child — 18 out of 50

WHO DO YOU SEE AS THE AUTHORITY FIGURE IN THE FAMILY? FATHER

Mother - 23 Mother/Father - 5 Father - 29

Other - 2 No Comment - 4

DO YOU THINK THAT BLACK MEN AND WOMEN ARE DEVELOPING MORE POSITIVE RELATIONS WITH EACH OTHER? YES

	Females	Males
Yes	14	14
No	10	4
No Comment	4	4

DO YOU THINK THAT BLACK CHILDREN, BORN OUT OF WEDLOCK, SHOULD BE PLACED FOR ADOPTION? NO

	Females	Males	
No	26	20	26 out of 28 females 20 out of 22 males

NOTE: The trend was and is to keep the black child born out of wedlock.

DO YOU THINK THE BLACK ELDERLY SHOULD BE PLACED IN NURSING HOMES? NO

	Females	Males
No	21	16

NOTE: 37 respondents out of 50. Some feel decision up to person. Others feel obligation out of love. Some, if there is no other recourse.

WHEN BLACK PEOPLE EXPRESS MARITAL, INDIVIDUAL OR FAMILY PROBLEMS, SHOULD THEY SEEK PROFESSIONAL HELP (PSYCHIATRIC)? YES

	Females	Males
Yes	13	13
No	11	6
Maybe	-	1
No Comment	4	2

NOTE: Male and female respondents feel professional help should be sought.

Respondents opposed feel relatives can do the same thing; problem may be spiritual, not psychological, in which event, professional Christian counseling should be secured.

Pages 24 to 28 include survey sheets used by consumer and home economics discipline. The questionnaire was adapted to cover specific areas in the consumer and home economics areas.

QUESTIONNAIRE FOR CONSUMER AND HOME ECONOMICS

1) Name, occupation, and age.

2) How long have you been in this country? What background?

3) Show map for locations.

4) What influence, if any, has the old country had on the way you discipline your children here?

5) How are roles/values/morals taught to children?

6) What are your special sewing tools?

7) What are your special fabrics and threads? Available here?

8) Do you still wear these clothes:
   a) at home
   b) away from home
   c) holidays

9) Do parent/child relationships tell anything about one's social status, age, etc.?

10) Do children's clothes differ in any way from adult's, except in size?

11) Are other embellishments used? Beads, balls, feathers, and/or what?

(date each interview)

QUESTIONNAIRE FOR CONSUMER AND HOME ECONOMICS
clothing/design

1) Name, occupation, and age.

2) How long in this country? What background?

3) Show map for location.

4) What influence, if any, has the old country had on the way you dress?

5) How are stitching and clothing taught to children?
What are special stitches, etc.?

6) What are your special tools? Are they available in this country?

7) What are your special fabrics and threads? Available here?

8) Do you still wear your ethnic clothing?
   a) at home
   b) away from home
   c) holidays

9) Do styles tell anything about one's social status, age, etc.?

10) Do children's clothes differ in any way from adult's, except in size?

11) Are other embellishments used? Beads, balls, feathers, and/or what?

(date each interview)

QUESTIONNAIRE FOR CONSUMER AND HOME ECONOMICS
foods and nutrition

1) Name and occupation.

2) How long in this country? What heritage?

3) Show map for location.

4) What influence, if any, has the old country had on the way you cook?
   a) on eating habits
   b) on food-buying techniques

5) How is cooking and foods taught to children?

6) What special equipment do you use in cooking? Is it available here?

7) What are your special foods/recipes for holiday meals? Available here?

8) Do you still cook and/or eat at:
   a) home
   b) away from home
   c) holidays

9) Do foods for holidays tell anything about social status, age, etc.?

10) Describe special holidays and foods pertaining to them.

11) Describe home decorations, table settings, etc., used for holidays.

(date each interview)

PARENTING QUESTIONNAIRE

1. Your name_____ Age_____
2. Occupation_____
3. Ethnic background_____ Marital Status_____
4. Religion_____
5. Family income: Under $10,000_____ Over $10,000
6. Number of children_____ Ages_____, _____, _____,_____,_____
7. Are your parents: Married_____ Divorced_____ Separated___
8. Parents' education: Father_____ Mother_____
9. Number of persons living at home____. Are all family members?_____
10. Your education (last grade completed)_____
11. Were you born in this country?_____ If no, where?_____
    How long have you been in this country?_____
12. What parts of the world did your ancestors originally come from?
    _____
13. Which of the values you inherited from your ancestors make you the proudest? Which makes you least proud?

14. Describe how you were raised and disciplined as a child; what values were taught?

15. For what things were you most often disciplined?

16. Describe how you are raising and disciplining your children. What values are you teaching them?

17. How do you punish your children?

18. What contributions should children make to the family (ie. what do you expect from your children?)

This general questionnaire was used for parenting by all consumer education team members

QUESTIONNAIRE ON PARENTING PART II

Read each of the statements below and then rate them as follows:

A	D	NS
Agree	Disagree	Not sure

Indicate your opinion by drawing a circle around either the "A," "D," or "NS."

There are no right or wrong answers, so answer according to your own opinion.

It is very important to this study that you answer all the questions.

1.	Most parents aren't sure what is the best way to bring up children.	A	D	NS
2.	Parents sacrifice most of their fun for their children.	A	D	NS
3.	Raising children isn't as hard as most parents let on.	A	D	NS
4.	It's hard to know when to make a rule and stick by it.	A	D	NS
5.	Raising children is a nerve-wracking job.	A	D	NS
6.	It's a rare parent who can be even-tempered with the children all day.	A	D	NS
7.	Parents are frequently puzzled by the things their children do.	A	D	NS
8.	More people are doing a good job of raising children today than 30 years ago.	A	D	NS
9.	Most parents know instinctively what is the best way to bring up children.	A	D	NS
10.	Parents have to sacrifice everything for their children.	A	D	NS
11.	Most parents wonder if they are as good as the parents of other children in the neighborhood.	A	D	NS
12.	To take care of their children parents must neglect their own welfare.	A	D	NS
13.	Some children are just naturally bad.	A	D	NS
14.	Some children are so naturally headstrong that a parent can't really do much about them.	A	D	NS
15.	If a child is born bad there's not much you can do about it.	A	D	NS
16.	When you come right down to it, a child is either good or bad and there's not much you can do about it.	A	D	NS
17.	A child is destined to be a certain kind of person no matter what the parents do.	A	D	NS

	A Agree	D Disagree	NS Not sure			
18.	With all a child hears at school and from friends, there's little a parent can do to influence him.			A	D	NS
19.	A child may learn to be a juvenile delinquent from playing games like cops and robbers and war too much.			A	D	NS
20.	If children dislike certain foods, it is often because a parent dislikes these same foods.			A	D	NS
21.	No matter what parents try do do, there are children who don't change at all in the way they behave.			A	D	NS
22.	It is now known that most of children's behavior problems are caused by parents.			A	D	NS
23.	If children get into difficulty, it is mainly because their parents do not love them enough.			A	D	NS
24.	If a child turns out bad, you can bet it's the fault of the parents.			A	D	NS
25.	The way a child grows up is determined by the parent's attitudes and behavior.			A	D	NS
26.	Problems in children come out of troubles inside the family.			A	D	NS
27.	A child who misbehaves should be made to feel guilty and ashamed of himself.			A	D	NS
28.	Children should be toilet-trained at the earliest possible time.			A	D	NS
29.	A child should be taught to avoid fighting no matter what happens.			A	D	NS
30.	A five-year-old needs to be picked up and cuddled once in a while.			A	D	NS
31.	Even though it is hard, a parent should let a child have its own way so that it can develop independence.			A	D	NS
32.	A parent has to be constantly alert to meet all the needs of a growing child.			A	D	NS
33.	Most parents prefer a quiet child to an energetic one.			A	D	NS
34.	Parents should recognize that children have a lot of things to do that are pretty important to them.			A	D	NS
35.	Family life would be happier if parents made children feel they were free to say what they think about anything.			A	D	NS
36.	Children should have a share in making family decisions just as the grown-ups do.			A	D	NS
37.	There's a lot of truth in the saying, "Children should be seen and not heard."			A	D	NS

	A Agree	D Disagree	NS Not sure			
38.	A child should always accept the decision of his parents.			A	D	NS
39.	If a parent sees that a child is right and the parent is wrong, he/she should admit it and try to do something about it.			A	D	NS
40.	Most of the time giving advice to children is a waste of time because they either don't take it or don't need it.			A	D	NS
41	When you do things together, children feel close to you and can talk easier.			A	D	NS
42	Children who are not watched will get in trouble.			A	D	NS
43.	Children must be told exactly what to do and how to do it or they will make mistakes.			A	D	NS
44.	Children have no right to keep anything from their parents.			A	D	NS
45.	More parents should make it their job to know everything their child is doing.			A	D	NS
46.	If rules are not closely enforced children will misbehave and get into trouble.			A	D	NS
47.	Children should be given a chance to try out as many things on their own as possible.			A	D	NS
48.	The experience of being on their own is often good for children.			A	D	NS
49.	If children are to grow up and get somewhere in life, parents must keep after them all the time.			A	D	NS
50.	A child needs some privacy, so parents should cooperate by giving him some time to himself.			A	D	NS

SELECTED LIBRARY REFERENCE SOURCES FOR ETHNIC STUDIES:
BLACK, CHICANO, VIETNAMESE, MEXICAN

1. Introductory Sources
   - Negro Almanac E 185 P55 Ref
   - American Negro Reference Book E 185 D25 Ref
   - Negro Handbook E 185 E2 Ref
   - Mexican American People E 184 M5 G68 Ref
   - Mexican American Source Book E 184 M5 R5 Ref
   - Far East and Australia DS 1 F3 Ref

2. Encyclopedias and Dictionaries
   - Afro-American Encyclopedia E 185 A27 Ref
   - Enciclopedia de Mexico F 1204 E5 Ref
   - Historical and Cultural Dictionary of Vietnam DS 556.25 W48 Ref

3. Biographical Sources
   - Who's Who Among Black Americans E 185.96 W52 Ref
   - A Biographical History of Blacks in America Since 1528 E 185.96 T66 Ref
   - Great Negroes, Past and Present E 185.96 A4 Ref
   - Famous Mexican Americans E 184 M5 N38 Ref
   - Asian Who? In America E 184 06 L2 Ref

4. Chronologies
   - A Chronological History of the Negro In America E 185 B46 Ref
   - Ethnic America, 1970-1977 E 184 A1 H42 Ref

5. Statistics (Note: More specific sources located in Government Publications Dept.)
   - The Statistical History of the United States HA 202 B87 Ref
   - Directory of Data Sources on Racial and Ethnic Minorities Z 1361 E4U52 Ref

6. Directories
   - Ethnic Information Sources of the United States E 184 A1 W27 Ref
   - Minority Organizations E 184 A1 M57 Ref
   - Ethnic Studies E 184 A1 W38 Ref
   - Chicano Writers and Scholars E 184 M5M385 Ref
   - Personnel Resources Directory for the Education of Vietnamese Refugees L 901 T72 Ref

7. Indexes - Periodicals
   - Index to Periodical Articles By and About Blacks Z 1361 N3915 Ref (Table 5)
   - Hispanic American Periodicals Index Z 1605 H49 Ref (Table 5)
   - Reader's Guide to Periodical Literature A1 3 R48 Ref (Table 1)
   - Public Affairs Information Service Z 7163 P9 Ref (Table 8)

8. Indexes - Newspapers (Table 8)
   - New York Times Index AI 21 N44 Ref
   - Los Angeles Times Index AI 21 L65 N49 Ref
   - Washington Post Index AI 21 W33 W36 Ref

9. Library Catalogs

Dictionary Catalog of the Schomburg Collection of Negro Literature and History Z 1361 N39537 Ref

Dictionary Catalog of the Jesse E. Moorland Collection of Negro Life and History Z 1361 N39 M82 Ref

10. Bibliographies

A Comprehensive Bibliography for the Study of American Minorities Z 1361 E4 M529 Ref

Black Bibliography Z 1361 N399 U88 Ref

Mexican Americans Z 1361 M4P55 Ref

Vietnam: A Guide to Reference Sources Z 3228 U5 C68 Ref

11. Language Dictionaries

English-Vietnamese Dictionary PL 4376 N45 Ref

Cassell's Spanish-English Dictionary PC 4640 Ref

Black Slang PE 3727 N4 M3 Ref

12. Serials Directories and Union Lists

Ulrick Periodicals Directory Z 6941 U5 Ref

Ayers Directory of Publications Z 6951 A972 Ref

Ethnic Serials: A Union List Z 1361 E4 E83 Ref

CSUC List of Periodicals and Serials Z 6945 C18 Ref

Following each title is the Library of Congress Catalog number. All books are available at the San Diego State University Love Library.

GUIDELINES FOR CONDUCTING AN ETHNIC HERITAGE SEARCH

About the picture . . .

I chose representations that depict the style of a race rather than figurative content. Style is the expression of the whole being of race. The thing and thoughts express themselves in lines. It's like a footprint. A gazelle will give a lightness of step, but the bear would leave a footprint of heaviness. The "Black" mask is powerful and definite. The Indian figure is intricate, complicated, and mysterious. The Chinese character is flexible; the lines bend and twist. All things expressed in the White depiction are angular, with the exception of the Doric pillar. White has always been angular; look at the love for skyscrapers and euclidean figures.

Michael Von Drak,
Artist